ELAR, Grade 2 (IMRA)

Subject: English Language Arts and Reading
Grade: 02
Expectations: 62
Breakouts: 304

(a) Introduction.

1. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

2. The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

3. Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

4. English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

5. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

6. Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

7. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;

(i) listen actively

(ii) ask relevant questions to clarify information

(iii) answer questions using multi-word responses

(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;

(i) follow oral instructions that involve a short, related sequence of actions

(ii) restate oral instructions that involve a short, related sequence of actions

(iii) give oral instructions that involve a short, related sequence of actions

(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;

(i) share information that focus[es] on the topic under discussion, speaking clearly at an appropriate pace

(ii) share information that focus[es] on the topic under discussion, using the conventions of language

(iii) share ideas that focus on the topic under discussion, speaking clearly at an appropriate pace

(iv) share ideas that focus on the topic under discussion, using the conventions of language

(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and

(i) work collaboratively with others by following agreed-upon rules for discussion, including listening to others

(ii) work collaboratively with others by following agreed-upon rules for discussion, including speaking when recognized

(iii) work collaboratively with others by following agreed-upon rules for discussion, including making appropriate contributions

(iv) work collaboratively with others by following agreed-upon rules for discussion, including building on the ideas of others

(E) develop social communication such as distinguishing between asking and telling.

(i) develop social communication

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by: i. producing a series of rhyming words; ii. distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; iii. recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and iv. manipulating phonemes within base words;

(i) demonstrate phonological awareness by producing a series of rhyming words

(ii) demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words

(iii) demonstrate phonological awareness by distinguishing between long and short vowel sounds in multi-syllable words

(iv) demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed

(v) demonstrate phonological awareness by manipulating phonemes within base words

(B) demonstrate and apply phonetic knowledge by: i. decoding words with short, long, or variant vowels, trigraphs, and blends; ii. decoding words with silent letters such as knife and gnat; iii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; iv. decoding compound words, contractions, and common abbreviations; v. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; vi. decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and vii. identifying and reading high-frequency words from a research-based list;

(i) demonstrate phonetic knowledge by decoding words with short, long, or variant vowels

(ii) demonstrate phonetic knowledge by decoding words with trigraphs

(iii) demonstrate phonetic knowledge by decoding words with blends

(iv) demonstrate phonetic knowledge by decoding words with silent letters

(v) demonstrate phonetic knowledge by decoding multisyllabic words with closed syllables

(vi) demonstrate phonetic knowledge by decoding multisyllabic words with open syllables

(vii) demonstrate phonetic knowledge by decoding multisyllabic words with VCe syllables

(viii) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs

(ix) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs

(x) demonstrate phonetic knowledge by decoding multisyllabic words with r-controlled syllables

(xi) demonstrate phonetic knowledge by decoding multisyllabic words with final stable syllables

(xii) demonstrate phonetic knowledge by decoding compound words

(xiii) demonstrate phonetic knowledge by decoding contractions

(xiv) demonstrate phonetic knowledge by decoding common abbreviations

(xv) demonstrate phonetic knowledge by decoding words using knowledge of syllable division patterns

(xvi) demonstrate phonetic knowledge by decoding words with prefixes, including un-

(xvii) demonstrate phonetic knowledge by decoding words with prefixes, including re-

(xviii) demonstrate phonetic knowledge by decoding words with prefixes, including dis-

(xix) demonstrate phonetic knowledge by decoding words with inflectional endings, including -s

(xx) demonstrate phonetic knowledge by decoding words with inflectional endings, including -es

(xxi) demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed

(xxii) demonstrate phonetic knowledge by decoding words with inflectional endings, including -ing

(xxiii) demonstrate phonetic knowledge by decoding words with inflectional endings, including -er

(xxiv) demonstrate phonetic knowledge by decoding words with inflectional endings, including -est

(xxv) demonstrate phonetic knowledge by identifying high-frequency words from a research-based list

(xxvi) demonstrate phonetic knowledge by reading high-frequency words from a research-based list

(xxvii) apply phonetic knowledge by decoding words with short, long, or variant vowels

(xxviii) apply phonetic knowledge by decoding words with trigraphs

(xxix) apply phonetic knowledge by decoding words with blends

(xxx) apply phonetic knowledge by decoding words with silent letters

(xxxi) apply phonetic knowledge by decoding multisyllabic words with closed syllables

(xxxii) apply phonetic knowledge by decoding multisyllabic words with open syllables

(xxxiii) apply phonetic knowledge by decoding multisyllabic words with VCe syllables

(xxxiv) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs

(xxxv) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs

(xxxvi) apply phonetic knowledge by decoding multisyllabic words with r-controlled syllables

(xxxvii) apply phonetic knowledge by decoding multisyllabic words with final stable syllables

(xxxviii) apply phonetic knowledge by decoding compound words

(xxxix) apply phonetic knowledge by decoding contractions

(xl) apply phonetic knowledge by decoding common abbreviations

(xli) apply phonetic knowledge by decoding words using knowledge of syllable division patterns

(xlii) apply phonetic knowledge by decoding words with prefixes, including un-

(xliii) apply phonetic knowledge by decoding words with prefixes, including re-

(xliv) apply phonetic knowledge by decoding words with prefixes, including dis-

(xlv) apply phonetic knowledge by decoding words with inflectional endings, including -s

(xlvi) apply phonetic knowledge by decoding words with inflectional endings, including -es

(xlvii) apply phonetic knowledge by decoding words with inflectional endings, including -ed

(xlviii) apply phonetic knowledge by decoding words with inflectional endings, including -ing

(xlix) apply phonetic knowledge by decoding words with inflectional endings, including -er

(l) apply phonetic knowledge by decoding words with inflectional endings, including -est

(li) apply phonetic knowledge by identifying high-frequency words from a research-based list

(lii) apply phonetic knowledge by reading high-frequency words from a research-based list

(C) demonstrate and apply spelling knowledge by: i. spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; ii. spelling words with silent letters such as knife and gnat; iii. spelling compound words, contractions, and common abbreviations; iv. spelling multisyllabic words with multiple sound-spelling patterns; v. spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and vi. spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;

(i) demonstrate spelling knowledge by spelling one-syllable words with closed syllables

(ii) demonstrate spelling knowledge by spelling one-syllable words with open syllables

(iii) demonstrate spelling knowledge by spelling one-syllable words with VCe syllables

(iv) demonstrate spelling knowledge by spelling one-syllable words with vowel teams, including digraphs

(v) demonstrate spelling knowledge by spelling one-syllable words with vowel teams, including diphthongs

(vi) demonstrate spelling knowledge by spelling one-syllable words with r-controlled syllables

(vii) demonstrate spelling knowledge by spelling multisyllabic words with closed syllables

(viii) demonstrate spelling knowledge by spelling multisyllabic words with open syllables

(ix) demonstrate spelling knowledge by spelling multisyllabic words with VCe syllables

(x) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs

(xi) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs

(xii) demonstrate spelling knowledge by spelling multisyllabic words with r-controlled syllables

(xiii) demonstrate spelling knowledge by spelling multisyllabic words with final stable syllables

(xiv) apply spelling knowledge by spelling one-syllable words with closed syllables

(xv) apply spelling knowledge by spelling one-syllable words with open syllables

(xvi) apply spelling knowledge by spelling one-syllable words with VCe syllables

(xvii) apply spelling knowledge by spelling one-syllable words with vowel teams, including digraphs

(xviii) apply spelling knowledge by spelling one-syllable words with vowel teams, including diphthongs

(xix) apply spelling knowledge by spelling one-syllable words with r-controlled syllables

(xx) apply spelling knowledge by spelling multisyllabic words with closed syllables

(xxi) apply spelling knowledge by spelling multisyllabic words with open syllables

(xxii) apply spelling knowledge by spelling multisyllabic words with VCe syllables

(xxiii) apply spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs

(xxiv) apply spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs

(xxv) apply spelling knowledge by spelling multisyllabic words with r-controlled syllables

(xxvi) apply spelling knowledge by spelling multisyllabic words with final stable syllables

(xxvii) demonstrate spelling knowledge by spelling words with silent letters

(xxviii) apply spelling knowledge by spelling words with silent letters

(xxix) demonstrate spelling knowledge by spelling compound words

(xxx) demonstrate spelling knowledge by spelling contractions

(xxxi) demonstrate spelling knowledge by spelling common abbreviations

(xxxii) apply spelling knowledge by spelling compound words

(xxxiii) apply spelling knowledge by spelling contractions

(xxxiv) apply spelling knowledge by spelling common abbreviations

(xxxv) demonstrate spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns

(xxxvi) apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns

(xxxvii) demonstrate spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word

(xxxviii) apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word

(xxxix) demonstrate spelling knowledge by spelling words with prefixes, including un

(xl) demonstrate spelling knowledge by spelling words with prefixes, including re

(xli) demonstrate spelling knowledge by spelling words with prefixes, including dis

(xlii) demonstrate spelling knowledge by spelling words with inflectional endings, including -s

(xliii) demonstrate spelling knowledge by spelling words with inflectional endings, including -es

(xliv) demonstrate spelling knowledge by spelling words with inflectional endings, including -ed

(xlv) demonstrate spelling knowledge by spelling words with inflectional endings, including -ing

(xlvi) demonstrate spelling knowledge by spelling words with inflectional endings, including -er

(xlvii) demonstrate spelling knowledge by spelling words with inflectional endings, including -est

(xlviii) apply spelling knowledge by spelling words with prefixes, including un-

(xlix) apply spelling knowledge by spelling words with prefixes, including re-

(l) apply spelling knowledge by spelling words with prefixes, including dis-

(li) apply spelling knowledge by spelling words with inflectional endings, including -s

(lii) apply spelling knowledge by spelling words with inflectional endings, including -es

(liii) apply spelling knowledge by spelling words with inflectional endings, including -ed

(liv) apply spelling knowledge by spelling words with inflectional endings, including -ing

(lv) apply spelling knowledge by spelling words with inflectional endings, including -er

(lvi) apply spelling knowledge by spelling words with inflectional endings, including -est

(D) alphabetize a series of words and use a dictionary or glossary to find words; and

(i) alphabetize a series of words

(ii) use a dictionary or glossary to find words

(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

(i) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(A) use print or digital resources to determine meaning and pronunciation of unknown words;

(i) use print or digital resources to determine meaning of unknown words

(ii) use print or digital resources to determine pronunciation of unknown words

(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;

(i) use context within a sentence to determine the meaning of unfamiliar words

(ii) use context beyond a sentence to determine the meaning of unfamiliar words

(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and

(i) identify the meaning of words with [the affix] un-

(ii) identify the meaning of words with [the affix] re-

(iii) identify the meaning of words with [the affix] -ly

(iv) identify the meaning of words with [the affix] -er (comparative)

(v) identify the meaning of words with [the affix] -est (superlative)

(vi) identify the meaning of words with [the affix] -ion

(vii) identify the meaning of words with [the affix] -tion

(viii) identify the meaning of words with [the affix] -sion

(ix) use words with [the affix] -un

(x) use words with [the affix] re-

(xi) use words with [the affix] -ly

(xii) use words with [the affix] -er (comparative)

(xiii) use words with [the affix] -est (superlative)

(xiv) use words with [the affix] -ion

(xv) use words with [the affix] -tion

(xvi) use words with [the affix] -sion

(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

(i) identify antonyms

(ii) identify synonyms

(iii) identify idioms

(iv) identify homographs

(v) use antonyms

(vi) use synonyms

(vii) use idioms

(viii) use homographs

(ix) explain the meaning of antonyms in context

(x) explain the meaning of synonyms in context

(xi) explain the meaning of idioms in context

(xii) explain the meaning of homographs in context

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

(i) use appropriate fluency (rate) when reading grade-level text

(ii) use appropriate fluency (accuracy) when reading grade-level text

(iii) use appropriate fluency (prosody) when reading grade-level text

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

(A) self-select text and read independently for a sustained period of time

(i) self-select text

(ii) read independently for a sustained period of time

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts;

(i) establish purpose for reading assigned texts

(ii) establish purpose for reading self-selected texts

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

(i) generate questions about text before reading to deepen understanding

(ii) generate questions about text during reading to deepen understanding

(iii) generate questions about text after reading to deepen understanding

(iv) generate questions about text before reading to gain information

(v) generate questions about text during reading to gain information

(vi) generate questions about text after reading to gain information

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

(i) make predictions using text features

(ii) make predictions using characteristics of genre

(iii) make predictions using structures

(iv) correct or confirm predictions using text features+C1740+C183

(v) correct or confirm predictions using characteristics of genre

(vi) correct or confirm predictions using structures

(D) create mental images to deepen understanding;

(i) create mental images to deepen understanding

(E) make connections to personal experiences, ideas in other texts, and society;

(i) make connections to personal experiences

(ii) make connections to ideas in other texts

(iii) make connections to society

(F) make inferences and use evidence to support understanding;

(i) make inferences to support understanding

(ii) use evidence to support understanding

(G) evaluate details read to determine key ideas;

(i) evaluate details read to determine key ideas

(H) synthesize information to create new understanding; and

(i) synthesize information to create new understanding

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(i) monitor comprehension

(ii) make adjustments when understanding breaks down

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources;

(i) describe personal connections to a variety of sources

(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;

(i) write brief comments on literary or informational texts that demonstrate an understanding of the text

(C) use text evidence to support an appropriate response;

(i) use text evidence to support an appropriate response

(D) retell and paraphrase texts in ways that maintain meaning and logical order;

(i) retell texts in ways that maintain meaning

(ii) retell texts in ways that maintain logical order

(iii) paraphrase texts in ways that maintain meaning

(iv) paraphrase texts in ways that maintain logical order

(E) interact with sources in meaningful ways such as illustrating or writing; and

(i) interact with sources in meaningful ways

(F) respond using newly acquired vocabulary as appropriate.

(i) respond using newly acquired vocabulary as appropriate

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) discuss topics and determine theme using text evidence with adult assistance;

(i) discuss topics with adult assistance

(ii) determine theme using text evidence with adult assistance

(B) describe the main character's (characters') internal and external traits;

(i) describe the main character's (characters') internal traits

(ii) describe the main character's (characters') external traits

(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and

(i) describe plot elements, including the main events, for texts read aloud

(ii) describe plot elements, including the main events, for texts read independently

(iii) describe plot elements, including the conflict, for texts read aloud

(iv) describe plot elements, including the conflict, for texts read independently

(v) describe plot elements, including the resolution, for texts read aloud

(vi) describe plot elements, including the resolution, for texts read independently

(vii) understand plot elements, including the main events, for texts read aloud

(viii) understand plot elements, including the main events, for texts read independently

(ix) understand plot elements, including the conflict, for texts read aloud

(x) understand plot elements, including the conflict, for texts read independently

(xi) understand plot elements, including the resolution, for texts read aloud

(xii) understand plot elements, including the resolution, for texts read independently

(D) describe the importance of the setting.

(i) describe the importance of the setting

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;

(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature

(B) explain visual patterns and structures in a variety of poems;

(i) explain visual patterns in a variety of poems
(ii) explain structures in a variety of poems

(C) discuss elements of drama such as characters, dialogue, and setting;

(i) discuss elements of drama

(D) recognize characteristics and structures of informational text, including: i. the central idea and supporting evidence with adult assistance; ii. features and graphics to locate and gain information; and iii. organizational patterns such as chronological order and cause and effect stated explicitly;

(i) recognize characteristics of informational text, including the central idea with adult assistance

(ii) recognize characteristics of informational text, including supporting evidence with adult assistance

(iii) recognize characteristics of informational text, including features to locate information

(iv) recognize characteristics of informational text, including features to gain information

(v) recognize characteristics of informational text, including graphics to locate information

(vi) recognize characteristics of informational text, including graphics to gain information

(vii) recognize characteristics of informational text, including organizational patterns

(viii) recognize structures of informational text, including the central idea with adult assistance

(ix) recognize structures of informational text, including supporting evidence with adult assistance

(x) recognize structures of informational text, including features to locate information

(xi) recognize structures of informational text, including features to gain information

(xii) recognize structures of informational text, including graphics to locate information

(xiii) recognize structures of informational text, including graphics to gain information

(xiv) recognize structures of informational text, including organizational patterns

(E) recognize characteristics of persuasive text, including: i. stating what the author is trying to persuade the reader to think or do; and ii. distinguishing facts from opinion; and

(i) recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do

(ii) recognize characteristics of persuasive text, including distinguishing facts from opinion

(F) recognize characteristics of multimodal and digital texts.

(i) recognize characteristics of multimodal texts

(ii) recognize characteristics of digital texts

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) discuss the author's purpose for writing text;

(i) discuss the author's purpose for writing text

(B) discuss how the use of text structure contributes to the author's purpose;

(i) discuss how the use of text structure contributes to the author's purpose

(C) discuss the author's use of print and graphic features to achieve specific purposes;

(i) discuss the author's use of print features to achieve specific purposes

(ii) discuss the author's use of graphic features to achieve specific purposes

(D) discuss the use of descriptive, literal, and figurative language;

(i) discuss the use of descriptive language

(ii) discuss the use of literal language

(iii) discuss the use of figurative language

(E) identify the use of first or third person in a text; and

(i) identify the use of first or third person in a text

(F) identify and explain the use of repetition.

(i) identify the use of repetition

(ii) explain the use of repetition

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;

(i) plan a first draft by generating ideas for writing

(B) develop drafts into a focused piece of writing by: i. organizing with structure; and ii. developing an idea with specific and relevant details;

(i) develop drafts into a focused piece of writing by organizing with structure

(ii) develop drafts into a focused piece of writing by developing an idea with specific details

(iii) develop drafts into a focused piece of writing by developing an idea with relevant details

(iv) revise drafts by adding, deleting, or rearranging words, phrases, or sentences

(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;

(i) revise drafts by adding, deleting, or rearranging words, phrases, or sentences

(D) edit drafts using standard English conventions, including: i. complete sentences with subject-verb agreement; ii. past, present, and future verb tense; iii. singular, plural, common, and proper nouns; iv. adjectives, including articles; v. adverbs that convey time and adverbs that convey place; vi. prepositions and prepositional phrases; vii. pronouns, including subjective, objective, and possessive cases; viii. coordinating conjunctions to form compound subjects and predicates; ix. capitalization of months, days of the week, and the salutation and conclusion of a letter; x. end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and

(i) edit drafts using standard English conventions, including complete sentences with subject-verb agreement

(ii) edit drafts using standard English conventions, including past verb tense

(iii) edit drafts using standard English conventions, including present verb tense

(iv) edit drafts using standard English conventions, including future verb tense

(v) edit drafts using standard English conventions, including singular nouns

(vi) edit drafts using standard English conventions, including plural nouns

(vii) edit drafts using standard English conventions, including common nouns

(viii) edit drafts using standard English conventions, including proper nouns

(ix) edit drafts using standard English conventions, including adjectives, including articles

(x) edit drafts using standard English conventions, including adverbs that convey time

(xi) edit drafts using standard English conventions, including adverbs that convey place

(xii) edit drafts using standard English conventions, including prepositions

(xiii) edit drafts using standard English conventions, including prepositional phrases

(xiv) edit drafts using standard English conventions, including pronouns, including subjective [case]

(xv) edit drafts using standard English conventions, including pronouns, including objective [case]

(xvi) edit drafts using standard English conventions, including pronouns, including possessive [case]

(xvii) edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects

(xviii) edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates

(xix) edit drafts using standard English conventions, including capitalization of months

(xx) edit drafts using standard English conventions, including capitalization of days of the week

(xxi) edit drafts using standard English conventions, including capitalization of the salutation of a letter

(xxii) edit drafts using standard English conventions, including capitalization of the conclusion of a letter

(xxiii) edit drafts using standard English conventions, including end punctuation

(xxiv) edit drafts using standard English conventions, including apostrophes in contractions

(xxv) edit drafts using standard English conventions, including commas with items in a series

(xxvi) edit drafts using standard English conventions, including commas in dates

(xxvii) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns

(xxviii) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules

(xxix) edit drafts using standard English conventions, including correct spelling of grade-appropriate high-frequency words

(E) publish and share writing.

(i) publish writing

(ii) share writing

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) compose literary texts, including personal narratives and poetry;

(i) compose literary texts, including personal narratives

(ii) compose literary texts, including poetry

(B) compose informational texts, including procedural texts and reports; and

(i) compose informational texts, including procedural texts

(ii) compose informational texts, including reports

(C) compose correspondence such as thank you notes or letters.

(i) compose correspondence

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions for formal and informal inquiry with adult assistance;

(i) generate questions for formal inquiry with adult assistance

(ii) generate questions for informal inquiry with adult assistance

(B) develop and follow a research plan with adult assistance;

(i) develop a research plan with adult assistance

(ii) follow a research plan with adult assistance

(C) identify and gather relevant sources and information to answer the questions;

(i) identify relevant sources to answer the questions

(ii) identify relevant information to answer the questions

(iii) gather relevant sources to answer the questions

(iv) gather relevant information to answer the questions

(D) identify primary and secondary sources;

(i) identify primary sources

(ii) identify secondary sources

(E) demonstrate understanding of information gathered;

(i) demonstrate understanding of information gathered

(F) cite sources appropriately; and

(i) cite sources appropriately

(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results